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## BOOK REVIEWS

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### SOME RECENT PUBLICATIONS ON CIVICS.

*The Government.* By S. S. CLARK. Pp. 304. American Book Company.

MR. CLARK'S book has some distinctive features. Among these may be mentioned the pictorial aids at the beginning of each chapter, and the use of different sized type to illustrate the relative importance of the different work done by the government.

In the introduction the author shows clearly what government means—its composition and tools; passes to a discussion of ten things that government can, and eight things that it cannot do; treats in order self-government, officers, courts, legislature, and political parties; introduces some simple elements of international and business law; and, in the appendix, gives an outline sketch of the chief governments of the world.

The author is particularly happy in some of his discussions. He shows that ours is a government of laws and not of men (p. 43); that internal revenue is a tax based on luxuries (p. 80); that some taxes are laid for the encouragement of business and some for the discouragement of business (p. 82); that a bill of rights in the American sense is the people protecting themselves against their own elected legislature (p. 111); that the development of the township in the West is a counter tendency to the late growth toward centralization (p. 135); that political parties in Great Britain and the United States are based on principles, in a despotism on plots against the ruler, in South America on adherence to some ambitious man (p. 218); finally, that self-government, to be real self-government, requires a people intelligent, educated, independent and under self-control (p. 269).

There is not much to criticise adversely. On page 101 the author leaves the reader to infer that we make no use of the "referendum." Such is not the case. Again, on page 120, the text says that an amendment to the Constitution of the United States must first be passed by Congress. This is the method that has always been used; but the other possibilities should have been indicated (*Const., Art. V*).

The three hundred pages are crowded with useful, teachable, up-to-date information about our governmental institutions. The author uses the comparative method to good advantage; and our institutions do not suffer by the comparison with European institutions.

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*Training for Citizenship.* By JOSEPH WARREN SMITH. Pp. 344. Lothrop Publishing Company. Price 90 cents.

THE aim of the author, as stated in the preface, is to cultivate a new field, viz.: a thorough discussion of the Constitution of the United States and the principles of law, with the social point of view back of both.

Part I deals with elementary principles—and the school and home. The chapter on individual rights deals with an exploded theory of political philosophy, while the section on the police power should be expanded, or omitted, as it is inadequate in its

present form. The chapter on "Infancy to Manhood" is transitional, but is sound in exposition and pedagogy.

Part II treats the township in too great detail, there being thirteen chapters devoted to it. Some few years ago all that could be found in a book on Civics was a dry analysis of the Constitution of the United States, with little or no reference to the state and its various subdivisions. That the pendulum has swung to the other extreme is evident in the book under review. The author's comparison of township and county units is one of the best the reviewer has ever read (pp. 65, 66).

Part III is devoted to the village, city, and county governments. Chapter xix on "Formative Influences," has no organic relation with what immediately follows. The chapter on "Territories" does not logically belong to this division, but shows a keen insight (pp. 192-6).

Parts III and IV deal with the state and national governments, respectively—five chapters to the first, and six to the second. Here is a characteristic sentence: "The Constitution of the state is not a document conferring defined and specified powers on the legislature, but one regulating and limiting the unlimited power which it would otherwise possess." The author impresses on the reader's mind the idea that the state is a combination of counties, as, he says, the counties are combinations of townships. This is confusing, as there are states where the township does not exist. The statement grows out of the author's emphasis on the idea of local government. The state should receive more attention, as the local government units are only organs of the state.

The author makes some peculiar errors. Discussing the compromise on apportionment of representatives and direct taxes, he says that two-thirds of the slaves were counted. This should be three-fifths (p. 248). He says that the "Planting States of the South" wanted a tax on exports. This is incorrect (see Fiske, *Critical Period*, p. 264). Discussing the treaty-making power, he states that the House may act as a check (p. 255); but the reader only finds out how after reading an additional twenty pages. The section on "International Law" should be expanded. The sentence, "a Senator must have been a citizen of the United States for nine years immediately preceding his election," is wrong. The word "immediately" is not needed. A revision will entirely eliminate these inaccuracies.

The author is a lawyer and has been a superintendent of schools—unusual qualifications for writing a book on Civics. The result is a strong presentation of his subject, especially on the legal side.

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*Studies of Animal Life.* By WALTER, WHITNEY, and LUCAS. Boston: D. C. Heath & Co.

THIS book is intended as a laboratory guide for students in secondary schools and makes no claim to being a text-book of zoölogy. A careful use of this guide will give pupils a fairly good idea of the animal kingdom. It is based on the plan of introducing the student first to the lowest, and therefore the least familiar forms of animal life, the one-celled animals, and leading him through the lower to the more complex up to the highest forms. This is the logical method of zoölogical teaching for the adult mind, but the opinions and practice of teachers differ in this particular